



Missouri LEAD-K: Developmental Milestones

Aligned with Existing Missouri Early Learning Language and Literacy Standards



Introduction

Language and Literacy involves the skills a young child uses to listen and communicate with others, as well as the ability to read and write. As the child grows and develops, their speech and language skills become increasingly complex. The child learns to understand and use language to express their ideas, thoughts, and feelings, and to communicate them with others. This stage, known as emergent literacy, begins at birth and continues through the preschool years. Like language, literacy develops through the interactions the child experiences with others. As the child begins to learn how language works, they make connections between specific sounds associated with language and the environment they live in. As the child explores sound patterns and rhymes, they discover the letter/sound connections and begin to understand that our writing system is based on letters that represent speech sounds. This understanding is a crucial building block for literacy and preparing a child for kindergarten.

Audience

It is important to remember that the language skills listed on the following pages are based on an average in terms of typically developing children. There is a range between the earliest and latest times children achieve the various milestones. The American Sign Language (ASL) and English Skills (Expressive and Receptive Language) were collected from various states also implementing the LEAD-K Initiative and current CDC and American Academy of Pediatrics developmental milestones. The [Missouri Early Learning Standards](https://earlyconnections.mo.gov/families/developmental-milestones-families) are also documented so families and early childhood professionals can gain a better understanding of how these standards align with the milestones selected as part of the LEAD-K initiative to learn more about LEAD-K visit: <https://earlyconnections.mo.gov/families/developmental-milestones-families>

Families

The American Sign Language (ASL) and English Skills (Expressive and Receptive Language) developmental milestones are meant as a guide to assist parents as they observe their child and are not a formal assessment of language or literacy development. Parents are encouraged if they have concerns to share their observations of their child's language and literacy development with their doctor, early care and education professional working with the child, or early interventionist and early childhood special education teacher providing services through an Individualized Family Service Plan (IFSP) or Individualized Education Program (IEP). When caregivers and early childhood professionals work together, they can assist each other through the important journey of the child's language and literacy development.

Professionals

The American Sign Language (ASL) and English Skills (Expressive and Receptive Language) developmental milestones can be used by early childhood professionals as guidance to support the developmental sequencing of an infant, toddler, and preschool-age child's language and literacy skills. The information provided can also help support professionals in their conversations with families.



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Missouri LEAD-K Developmental
Milestones Aligned with
Existing MELs 2024

0-3 Months	
American Sign Language (ASL) Skills	English Skills (Expressive and Receptive Language)
<ul style="list-style-type: none"> -Your child will begin to look at the visual environment with alertness. -Your child will look in the direction the signer is pointing. -Your child will begin to focus on faces and hands. -Your child will begin to play with hands and fingers. -Your child will smile to express pleasure. -Your child will occasionally look in the direction of movements. -Your child will begin to express interest in movements. 	<ul style="list-style-type: none"> -Your child will begin to search for the source of a sound. -Your child will respond to talking by quieting or smiling. -Your child will react differently to voices, sounds, and emotions. -Your child will startle from sudden noises. -Your child quiets down to a familiar voice. -Your child will begin to vocalize to express pleasure. -Your child will sometimes vocalize in response to sounds. -Your child will respond to your face and look attentively at your face.
<p style="text-align: center;">Missouri Early Learning Language and Literacy Standards</p> <p>I. Spoken/Expressive Language</p> <p>A. Use Language to Communicate</p> <ol style="list-style-type: none"> 1. Use the body to communicate 2. Initiate and respond appropriately in conversation and discussions 3. Use language to pretend or create 4. Use sentences of varying length 	
Your Infant may:	An adult interacting with the child may:
<ul style="list-style-type: none"> • Express their needs or wants with gestures, vocalizations or movement • Smile, coo, grunt, babble or cry • Make a facial expression in response to others 	<ul style="list-style-type: none"> • Use animated facial expressions when talking to the child • Describe and label the child's feelings and movements • Sing simple action songs and act out actions

<ul style="list-style-type: none"> • Turn their head when vocalizing with an adult • Begin to use specific sounds for objects, such as “Ba” for bottle • Begin to string sounds together 	<ul style="list-style-type: none"> • Provide a variety of toys and materials • Talk with the child and encourage them to vocalize
<p style="text-align: center;">Missouri Early Learning Language and Literacy Standards</p> <p>II. Listening/Receptive Language</p> <p>A. Listen for Different Purposes</p> <ol style="list-style-type: none"> 1. Listen to others 2. Listen to sounds in the environment 3. Follow simple directions 4. Listen responsively to books and stories 5. Respond to questions 	
Your Infant may:	An adult interacting with the child may:
<ul style="list-style-type: none"> • Turn toward a familiar voice • Smile or make a facial expression in response to others • Turn their head or body to sound • Look at and listen to books • React to music and singing by kicking their feet or waving their hands 	<ul style="list-style-type: none"> • Make eye contact and respond when the child communicates Label sounds using phrases, such as “I hear a dog barking.” Encourage the child to wave hello or goodbye • Read or tell stories • Build upon the child’s effort to communicate, asking questions such as “More? You would like more milk?”

3-6 Months

American Sign Language (ASL) Skills	English Skills (Expressive and Receptive Language)
<ul style="list-style-type: none"> -Your child will copy movements involving the arms, hands, head, and face. -Your child will hand/finger babble (e.g., open and close hands, wiggle fingers, twist wrists). -Your child will begin to smile when sees a familiar person Begins to laugh when seeing fingers approach to tickle. -Your child will begin to express excitement and displeasure. -Your child will begin to turn head in response to attention getting behaviors. 	<ul style="list-style-type: none"> -Your child will localize a sound source with a head or eye turn. -Your child will often stop crying in response to voice. -Your child will vocalize when you talk to them. -Your child will voice different sounds to express varied emotions (e.g., social intent, protest). -Your child will babble with a variety of sounds, vowels, and consonants. -Your child will try to imitate sounds. -Your child will vocalize for needs and wants, in response to others, and when alone. -Your child will sometimes respond to their own name. -Your child will discriminate between angry and friendly tones and facial expressions; cry in response to an angry voice/expression. -Your child will blow raspberries, coo, yell. -Your child will use non-verbal means to call attention to physical needs (e.g., toileting, hunger). -Your child will use non-verbal means to express personal reactions (e.g., curiosity, surprise, reluctance). -Your child will begin to express excitement and displeasure.

Missouri Early Learning Language and Literacy Standards

I. Spoken/Expressive Language

A. Use Language to Communicate

1. Use the body to communicate
2. Initiate and respond appropriately in conversation and discussions
3. Use language to pretend or create
4. Use sentences of varying length

Your Infant may:

- Express their needs or wants with gestures, vocalizations or movement
- Smile, coo, grunt, babble or cry
- Make a facial expression in response to others
- Turn their head when vocalizing with an adult
- Begin to use specific sounds for objects, such as “Ba” for bottle
- Begin to string sounds together

An adult interacting with the child may:

- Use animated facial expressions when talking to the child
- Describe and label the child’s feelings and movements
- Sing simple action songs and act out actions
- Provide a variety of toys and materials
- Talk with the child and encourage them to vocalize

Missouri Early Learning Language and Literacy Standards

II. Listening/Receptive Language

A. Listen for Different Purposes

1. Listen to others
2. Listen to sounds in the environment
3. Follow simple directions
4. Listen responsively to books and stories
5. Respond to questions

Your Infant may:

- Turn toward a familiar voice
- Smile or make a facial expression in response to others
- Turn their head or body to sound

An adult interacting with the child may:

- Make eye contact and respond when the child communicates
- Label sounds using phrases, such as “I hear a dog barking.” Encourage the child to wave hello

<ul style="list-style-type: none"> • Look at and listen to books • React to music and singing by kicking their feet or waving their hands 	<p>or goodbye</p> <ul style="list-style-type: none"> • Read or tell stories • Build upon the child's effort to communicate, asking questions such as "More? You would like more milk?"
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6-9 Months

American Sign Language (ASL) Skills	English Skills (Expressive and Receptive Language)
<p>-Your child will alertly track/follow the eye gaze of a signer.</p> <p>-Your child will understand emotions shown on your face (e.g., anger, friendliness).</p> <p>-Your child will hand/finger babble and begin using unmarked handshapes such as handshapes similar to the signs for A, S, 5, 1 and a “claw” handshape in their sign production.</p> <p>-Your child will laugh when sees fingers approaching to tickle.</p> <p>Your child turns head in response to attention getting behaviors.</p>	<p>-Your child will sometimes respond to family names, “no”, and own name.</p> <p>-Your child will enjoy music or singing.</p> <p>-Your child will appear to listen to the whole conversation between others.</p> <p>-Your child uses joint reference. (i.e., looks at something the adult is talking about).</p> <p>-Your child will appear to “sing”.</p> <p>-Your child will repeat consonant-vowel syllables. (i.e., Da-da-da or Buh-buh).</p> <p>-Calls to get attention.</p> <p>-Your child will look at a toy you show them.</p> <p>-Your child will look attentively at a person’s face.</p> <p>-Your child will begin to show attention to storytelling/story signing.</p> <p>-Your child will respond with gestures to words (e.g., up, hi, bye-bye).</p> <p>-Your child will stop babbling in sign or spoken English when someone addresses them directly.</p> <p>-Your child will show objects by holding, pointing, reaching, or looking at them.</p>

	<p>-Your child will use some gestures (e.g., shakes head for no).</p> <p>-Your child will smile, make eye contact, and laugh.</p> <p>-Your child will show they are excited or upset.</p> <p>-Your child will babble using “words” to note the disappearance of objects (e.g., all gone).</p>
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Missouri Early Learning Language and Literacy Standards

II. Listening/Receptive Language

A. Listen for Different Purposes

1. Listen to others
2. Listen to sounds in the environment
3. Follow simple directions
4. Listen responsively to books and stories
5. Respond to questions

Your Infant may:	An adult interacting with the child may:
<ul style="list-style-type: none"> • Turn toward a familiar voice • Smile or make a facial expression in response to others Turn their head or body to sound • Look at and listen to books • React to music and singing by kicking their feet or waving their hands 	<ul style="list-style-type: none"> • Make eye contact and respond when the child communicates Label sounds using phrases, such as “I hear a dog barking.” Encourage the child to wave hello or goodbye • Read or tell stories • Build upon the child’s effort to communicate, asking questions such as “More? You would like more milk?”

9-12 Months

American Sign Language (ASL) Skills	English Skills (Expressive and Receptive Language)
<ul style="list-style-type: none"> -Your child will use face movement, gestures, and/or signs to protest. -Your child will point to self and objects in the environment. -Your child will sign wants (e.g., MILK, WATER, MOM, DAD). -Your child responds to signed motherese with sign babbles. -Your child's finger babbles back to conversations or to self. -Your child will copy facial expressions, anger or friendliness. -Your child will turn their head to attention-getting behaviors (e.g., hand waving, lights flashing). -Your child will recognize their own name sign. -Your child will use a negative headshake alone or with a sign. -Your child will automatically follow the eye gaze of the signer. -Your child will naturally look at the visual environment with alertness. -Your child will look attentively at a person's face with a purpose. 	<ul style="list-style-type: none"> -Your child will respond to vocal intonation. (i.e., the sound of your voice changing from loud to quiet). -Your child will respond to songs. -Your child will understand/recognize some object names. -Your child will show increased attention to speech. -Your child will begin to understand up to 50 words when spoken too. (i.e., Your child should use the words they understand and say at least 10 words by 18 months and 50 words by 24 months). -Your child will use jargon of 4+ syllables sentence-like structures without true words. -Your child will produce many word-like one-syllable speech sounds (e.g., ma, pa). -Your child will imitate inflections and rhythms when vocalizing. -Your child will use voice and gestures to express (e.g., protest, call, tell feelings, and respond to others). -Your child uses sound to gain attention and initiate games. -Your child produces a variety of Consonant-vowel approximations. -Your child points to or touches items to request and comment. -Your child will sometimes give toys/objects on request. -Your child will sometimes follow simple commands (e.g., put that

	<p>down).</p> <ul style="list-style-type: none"> -Your child will understand greetings. -Your child understands “no” (pauses briefly or stops when you say it). -Your child will use their first words (e.g., bye-bye, mama). -Your child will label objects without adult cues. -Your child will greet others (e.g., hi, bye-bye). -Your child will copy face movements (e.g., frown, smile). -Your child will lift arms up to be picked up. -Your child calls a parent “mama” or “dadda” or another special name.
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<ul style="list-style-type: none"> • Begin to use specific sounds for objects, such as “Ba” for bottle • Begin to string sounds together 	<ul style="list-style-type: none"> • Talk with the child and encourage them to vocalize
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12-15 Months

American Sign Language (ASL) Skills	English Skills (Expressive and Receptive Language)
<ul style="list-style-type: none"> -Your child will recognize their own name sign. -Your child will recognize the name signs of family members. -Your child begins to identify pictures/animals/objects in the environment upon request when given simple commands such as give the requested familiar items to parent when parent request (SKI_-HI, LDS). -Understands a few (2-3) new signs/ words each week (SKI-HI, LDS). -Your child will use name signs to refer to others. -Your child will sign wants (e.g., SLEEPY, HUNGRY, THIRSTY). -Your child will produce signs that have the simple handshapes of C, A, S, 1, 5. -Your child will use gestures to communicate (e.g., COME HERE). -Your child will begin to form 2 word phrases, EAT MORE. 	<ul style="list-style-type: none"> -Your child will continually understand more new words. -Your child will search for objects named verbally that are not in the room. -Your child will identify an object from a group. -Your child will continue to use jargon with more true words developing. -Your child will use up to 7 spoken words all the time. -Your child will pause and use intonation when producing jargon. -Your child will produce early consonants: b, m, n, t, d, w. -Your child will point to self on request. -Your child will begin to follow one-step directions. -Your child will identify pictures/objects on request. -Your child will begin to respond to questions that ask “where” or “what”. (i.e., Where is the ball?, What do you want to play with?). -Your child points to ask for something or to get help. -Your child will use a single sign/word + a gesture/point. -Your child will imitate new signs/words. -Your child will continue to use jargon/babbling with more true words developing.

Missouri Early Learning Language and Literacy Standards

I. Spoken/Expressive Language

A. Use Language to Communicate

1. Use the body to communicate
2. Initiate and respond appropriately in conversation and discussions
3. Use language to pretend or create
4. Use sentences of varying length

Your Toddler may:

- Begin to combine two and three words in a series
- Begin to learn the rules of speech but still make errors, using phrases such as “Me go with you.”
- Initiate conversation and respond to adults and peers
- Uses simple words during play, such as “Me the dog.”
- Speak clearly part of the time

An adult interacting with the child may:

- Describe actions in routines, using phrases such as “I’m getting the wash cloth to wipe your face.”
- Elaborate on the language the child uses. For example, when the child uses phrases such as “Banana.” then the adult elaborates with phrases, such as “I like bananas too, they are yummy.”
- Read books and act out the characters using different voices
- Speak using basic grammar structure

Missouri Early Learning Language and Literacy Standards

II. Listening/Receptive Language

A. Listen for Different Purposes

1. Listen to others
2. Listen to sounds in the environment
3. Follow simple directions
4. Listen responsively to books and stories
5. Respond to questions

Your Toddler may:

- Sit, listen and sing along to their favorite stories
- Repeat words or phrases from familiar stories

An adult interacting with the child may:

- Sing songs and play music
- Go on a nature walk and listen for sounds

- React to music, rain, thunder and other sounds
- Get a book when asked
- Respond to simple questions

- Read books and tell stories
- Assign the child a chore, using phrases such as “Put your toys in the basket.”
- Engage the child in conversations and ask questions

15-18 Months

American Sign Language (ASL) Skills	English Skills (Expressive and Receptive Language)
<ul style="list-style-type: none"> -Your child will use gestures to express. -Your child will form the first ASL signs using simple handshapes C, A, S, 1, 5 clearly. -Your child will sing 2-word phrases (e.g., EAT MORE). -Your child will repeat what others sign. -Your child will recognize the name signs of family members. -Your child will identify familiar pictures, animals, and objects in the room upon request. -Your child will answer WHERE, WHAT questions about items in the room. 	<ul style="list-style-type: none"> -Your child will begin replacing gestures with the use of words or word-like sounds. -Your child will make the same sound in reference to a picture in a familiar book. -Your child will verbally request and protest. -Your child will initiate verbal turns. -Your child will use simple versions of adult words but may omit final sounds. -Your child will respond to simple requests for clarification. -Your child will point to and identify up to three body parts. -Your child will develop category vocabulary (e.g., dishes, toys). -Your child will respond to yes/no questions with head no/shake. -Your child will follow one-step directions. (i.e., get your shoes, please). -Your child will find familiar objects out of sight. -Your child will identify some clothing, toys, and food. -Your child will respond to yes/no questions with a head nod/shake. -Your child will identify objects in the immediate physical context on request.

	<p>-Your child will identify objects and actions in pictures.</p> <p>-Your child will respond to simple commands (e.g., sit down, COME HERE).</p> <p>-Your child will imitate signs/words.</p> <p>-Your child will use at least 10 meaningful words.</p> <p>-Your child will say/sign functional words (e.g., no, more, mine).</p> <p>-Your child will use two-word phrases.</p>
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Your Toddler may:	An adult interacting with the child may:
<ul style="list-style-type: none"> • Begin to combine two and three words in a series • Begin to learn the rules of speech but still make errors, using phrases such as “Me go with you.” • Initiate conversation and respond to adults and peers • Uses simple words during play, such as “Me the dog.” • Speak clearly part of the time 	<ul style="list-style-type: none"> • Describe actions in routines, using phrases such as “I’m getting the wash cloth to wipe your face.” • Elaborate on the language the child uses. For example, when the child uses phrases such as “Banana.” then the adult elaborates with phrases, such as “I like bananas too, they are yummy.” • Read books and act out the characters using different voices • Speak using basic grammar structure

Missouri Early Learning Language and Literacy Standards

II. Listening/Receptive Language

A. Listen for Different Purposes

1. Listen to others
2. Listen to sounds in the environment
3. Follow simple directions
4. Listen responsively to books and stories
5. Respond to questions

Your Toddler may:

- Sit, listen and sing along to their favorite stories
- Repeat words or phrases from familiar stories
- React to music, rain, thunder and other sounds
- Get a book when asked
- Respond to simple questions

An adult interacting with the child may:

- Sing songs and play music
- Go on a nature walk and listen for sounds
- Read books and tell stories
- Assign the child a chore, using phrases such as “Put your toys in the basket.”
- Engage the child in conversations and ask questions

18-24 Months

American Sign Language (ASL) Skills	English Skills (Expressive and Receptive Language)
<ul style="list-style-type: none"> -Your child will imitate the actions or faces of people in a story. -Your child will answer questions (e.g., WHO, WHICH, FOR+FOR). -your child will begin to point to common areas in the house when asked a WHERE question WHERE MOMMY. -Your child will use classifiers (CL) to describe things (e.g., CL:F for SPOTS). -Your child will use non-manual markers (e.g., raised eyebrows, squints). -Your child will use a headshake + sign for negation. -Your child will use lexicalized signs (e.g., #BUS, #ICE). -Your child will begin to use pronouns, HE, SHE, IT. -Your child will begin to use simple handshapes B, C, O, A, S, 1, 5. -Your child will begin to use simple movements (straight forward, up, down). -Your child will use questions that include WHAT, WHERE, YES, NO. 	<ul style="list-style-type: none"> -Your child will point to and identify at least five body parts. -Your child will listen to simple stories. -Your child will respond to what questions. -Your child will engage in word and sound play with adults. -Your child's single syllable words with early developing sounds will be understood 50% of the time. -Your child will sometimes use the word endings -ing and -s. -Your child will use the words in, on, and up. -Your child will complete two requests with one object. -Your child will choose two familiar objects on request. -Your child will understand 250-300 signs/words (by 24 months). -Your child will understand personal pronouns (e.g., my, mine, you, your). -Your child will follow 2-step related commands on request (by 24 months). -Your child will comprehend action phrases. -Your child will attempt to tell stories about experiences. -Your child will use I, you, and mine, but still sometimes refers to self by name.

	<p>-Your child will ask where and what questions.</p> <p>-Your child will use 2-word phrases with nouns, some verbs, and some describing words (by 24 months).</p> <p>-Your child will independently say/sign between 150-300 signs/words (by 24 months).</p> <p>-Your child will use more gestures than just waving and pointing, like blowing a kiss or nodding yes.</p>
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Missouri Early Learning Language and Literacy Standards

II. Listening/Receptive Language

A. Listen for Different Purposes

1. Listen to others
2. Listen to sounds in the environment
3. Follow simple directions
4. Listen responsively to books and stories
5. Respond to questions

Your Toddler may:

- Sit, listen and sing along to their favorite stories
- Repeat words or phrases from familiar stories
- React to music, rain, thunder and other sounds
- Get a book when asked
- Respond to simple questions

An adult interacting with the child may:

- Sing songs and play music
- Go on a nature walk and listen for sounds
- Read books and tell stories
- Assign the child a chore, using phrases such as “Put your toys in the basket.”
- Engage the child in conversations and ask questions

24-30 Months

American Sign Language (ASL) Skills	English Skills (Expressive and Receptive Language)
<ul style="list-style-type: none"> -Your child will recognize own name when fingerspelled. -Your child will answer questions by combining an object and a verb (e.g., FROG JUMP). -Your child will use NOT-YET. -Your child will use descriptive classifiers (CL) (e.g., CL:O, CL:3). -Your child will use handshapes: B, F, O. -Your child will use pronouns and possessives (e.g., HE, SHE, IT, MY, YOUR, HIS, HERS). -Your child will begin using non-manual facial adverbs MM REG., DRIVE. -Your child will begin using 3-4 sign sentences. -Your child will begin to count 1-5. -Your child will begin to tell stories about present situations. -Your child will use non-manual markers, raised eyebrows, and squints. 	<ul style="list-style-type: none"> --Your child will say sentences that you understand 50-70% of the time. -Your child will use words to describe pictures or objects (e.g., big book, three cookies). -Your child will use -ing verbs and possessive -s. -Your child will use prepositions in and on. -Your child will identify objects by their functions. -Your child will repeat a 4-5-word sentence. (i.e., My name is Susie). -Your child will understand big and little. -Your child will understand present and future (e.g., today, tomorrow). -Your child will understand quantity (e.g., one, all). -Your child will understand connected language. -Your child will begin to understand prepositions, in, on, under. -Your child will name pictures of objects, animals, people on req. -Your child points to objects and gives labels. -Your child follows 2 step related directions. -Your child begins to understand complex language.

	<ul style="list-style-type: none"> -Your child comprehends more complex action phrases. -Your child will use 2–3-word phrases consistently. -Your child will have a vocabulary range of over 250 signs/words. -Your child will ask and answer simple wh- questions (e.g., What? - Who? Where?). -Your child will refer to self with pronouns (e.g., I, me). -Your child will use negation (e.g., don't like, don't know, no). -Your child asks for help using two + words, wash hands. -Your child begins to name primary colors. -Your child repeats 2 numbers counting.
<p style="text-align: center;">Missouri Early Learning Language and Literacy Standards</p> <p>I. Spoken/Expressive Language</p> <p>A. Use Language to Communicate</p> <ol style="list-style-type: none"> 1. Use the body to communicate 2. Initiate and respond appropriately in conversation and discussions 3. Use language to pretend or create 4. Use sentences of varying length 	
Your Toddler may:	An adult interacting with the child may:
<ul style="list-style-type: none"> • Begin to combine two and three words in a series • Begin to learn the rules of speech but still make errors, using phrases such as “Me go with you.” • Initiate conversation and respond to adults and peers • Uses simple words during play, such as “Me the dog.” 	<ul style="list-style-type: none"> • Describe actions in routines, using phrases such as “I’m getting the wash cloth to wipe your face.” • Elaborate on the language the child uses. For example, when the child uses phrases such as “Banana.” then the adult elaborates with phrases, such as “I like bananas

<ul style="list-style-type: none"> • Speak clearly part of the time 	<p>too, they are yummy.”</p> <ul style="list-style-type: none"> • Read books and act out the characters using different voices • Speak using basic grammar structure
<p style="text-align: center;">Missouri Early Learning Language and Literacy Standards</p> <p>II. Listening/Receptive Language</p> <p>A. Listen for Different Purposes</p> <ol style="list-style-type: none"> 1. Listen to others 2. Listen to sounds in the environment 3. Follow simple directions 4. Listen responsively to books and stories 5. Respond to questions 	
Your Toddler may:	An adult interacting with the child may:
<ul style="list-style-type: none"> • Sit, listen and sing along to their favorite stories • Repeat words or phrases from familiar stories • React to music, rain, thunder and other sounds • Get a book when asked • Respond to simple questions 	<ul style="list-style-type: none"> • Sing songs and play music • Go on a nature walk and listen for sounds • Read books and tell stories • Assign the child a chore, using phrases such as “Put your toys in the basket.” • Engage the child in conversations and ask questions

30-36 Months

American Sign Language (ASL) Skills	English Skills (Expressive and Receptive Language)
<ul style="list-style-type: none"> -Your child will understand familiar simple fingerspelled words. -Your child recognizes its own name when fingerspelled. -Your child answers/responds to questions WHO, WHICH, FOR-FOR. -Your child will use emotional signs (e.g., SAD, HAPPY, SCARED). -Your child will substitute simple handshapes for more complex handshapes (e.g., CL:5 in place of CL: W for WATER). -Your child will use classifier (CL) CL: 3 (e.g., CAR DRIVING FORWARD). -Your child will use simple descriptive classifiers (CL) CL: O (e.g., for POLE). -Your child tells stories about present situations. -Your child uses non-manual facial adverbs MM REGULAR-DRIVE. -Your child has an expressive vocabulary range of 250-350 signs. 	<ul style="list-style-type: none"> -Your child will understand spatial concepts (e.g., in, on, under). -Your child will understand categories. -Your child will repeat 3 numbers in a sequence and/or a sentence of 6-7 words. -Your child answers where and what doing questions. -Your child will use quantity words (e.g., something, nothing, none). -Your child will use unstressed words/sounds (e.g., plural -s, is). -Your child will use spoken language that everyone understands 75% of the time. -Your child will use at least 2 adverbs (e.g., fast, slowly, above, next to). -Your child starts to use "is". -Your child simplifies multi-syllabic words. -Your child will carry out 2-3 signed/spoken commands. -Your child will understand time concepts, today/yesterday. -Your child will understand descriptive words. -Your child will identify parts of an object. -Your child understands most common verbs.

	<ul style="list-style-type: none"> -Your child understands/responds to more complex language and commands. -Your child expands concept development. -Your child identifies/matches colors. -Your child will use 3-4-word simple sentences and questions. -Your child will use questions forms of yes/no, who, what, where, and when. -Your child will use simple descriptors (e.g., hot, cold, big, little). -Your child will use commands with two steps. -Your child will use negatives (e.g., don't like, don't know, not yet). -Your child begins using more complex language. -Your child uses possessive pronouns, his, her. -Your child communicates about who owns what. -Your child will answer WH- questions for what, who, where, and what-are-you/he/she/they-doing when asked directly. -Your child asks two-word questions, doggie where.
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Missouri Early Learning Language and Literacy Standards

I. Spoken/Expressive Language

A. Use Language to Communicate

1. Use the body to communicate
2. Initiate and respond appropriately in conversation and discussions
3. Use language to pretend or create
4. Use sentences of varying length

Your Toddler may:

- Begin to combine two and three words in a series
- Begin to learn the rules of speech but still make errors, using phrases such as “Me go with you.”
- Initiate conversation and respond to adults and peers
- Uses simple words during play, such as “Me the dog.”
- Speak clearly part of the time

An adult interacting with the child may:

- Describe actions in routines, using phrases such as “I’m getting the wash cloth to wipe your face.”
- Elaborate on the language the child uses. For example, when the child uses phrases such as “Banana.” then the adult elaborates with phrases, such as “I like bananas too, they are yummy.”
- Read books and act out the characters using different voices
- Speak using basic grammar structure

Missouri Early Learning Language and Literacy Standards

II. Listening/Receptive Language

A. Listen for Different Purposes

1. Listen to others
2. Listen to sounds in the environment
3. Follow simple directions
4. Listen responsively to books and stories
5. Respond to questions

Your Toddler may:

- Sit, listen and sing along to their favorite stories
- Repeat words or phrases from familiar stories

An adult interacting with the child may:

- Sing songs and play music
- Go on a nature walk and listen for sounds

- React to music, rain, thunder and other sounds
- Get a book when asked
- Respond to simple questions

- Read books and tell stories
- Assign the child a chore, using phrases such as “Put your toys in the basket.”
- Engage the child in conversations and ask questions

36-42 Months

American Sign Language (ASL) Skills	English Skills (Expressive and Receptive Language)
<ul style="list-style-type: none"> -Your child will begin to understand part/whole relationships (e.g., ARM/BODY). -Your child will use TWO-OF-US, THREE-OF-US. -Your child will begin to use plain verbs to connect the subject and object (e.g., HE LIKE ICE CREAM). -Your child will use verb modification (e.g., STROLLING, WALKING QUICKLY). -Your child will use topicalization (e.g., POPCORN, ME LIKE). Child begins to use rhetorical questions, FATHER GO WHERE? WORK. -Your child attempts to fingerspell their own name on request. -Your child begins to answer questions HOW, WHY, DO-DO. -Your child begins to use complex handshapes W, D, P, 3, V, H. -Your child begins to use classifier+action CL:V-MAN CLIMBING A POLE. 	<ul style="list-style-type: none"> -Your child will follow 2-3- step unrelated spoken commands. -Your child understands descriptive concepts, hard, soft, rough, smooth. -Your child understands how many, who, and whose questions. -Your child understands about 900 words. -Your child will talk using many grammatical structures (e.g., plurals, pronouns, prepositions, adjectives, present progressive -ing). -Your child will combine sentences using and, but, because. -Your child will use past modals (e.g., could, would, should, must, might). -Your child will use do to ask yes/no questions. -Your child will name an object when given the function (e.g., What do you see with?) -Your child will understand quality, texture, and quantity (e.g., nice, rough, smooth, some). -Your child will begin to understand concepts (e.g., full, empty, some, same, day). -Your child will correctly answer questions about a signed-/spoken-only message. -Your child will understand 900 words.

	<ul style="list-style-type: none"> -Your child comprehends more complex language. -Your child attends to a 10-15 minute story. -Your child understands same/different. -Your child understands prepositions, next to. -Your child begins to understand comparatives, I am taller. -Your child points to objects in pictures that depict an action verb named. -Your child understands concept of day/night. -Your child will describe what objects are used for and identify items that do not belong. -Your child will ask when, how many, and who questions. -Your child will answer how many, who, whose, why, what if, and what is missing questions. -Your child will use 5-6-sign/word sentences. -Your child identifies which does not belong & answers Why? -Your child creates and maintains worlds of make believe. -Your child describes physical needs, me hungry. -Your child correctly answers questions about a message just spoken. -Your child relays a message. -Your child says first name when asked.
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	-Your child talks well enough for others to understand, most of the time.
<p style="text-align: center;">Missouri Early Learning Language and Literacy Standards</p> <p>I. Spoken/Expressive Language</p> <p>A. Use Language to Communicate</p> <ol style="list-style-type: none"> 1. Communicate in a variety of ways 2. Initiate and respond appropriately in conversation and discussions 3. Use language to pretend or create 4. Use complete sentences of varying length 	
Your Preschooler may:	An adult interacting with the child may:
<ul style="list-style-type: none"> • Communicate their personal needs, preferences and feelings • Use language to pretend • Tell real and make-believe stories • Initiate and participate in conversations with adults and peers • Ask and answer questions • Use complete and complex sentences • Speak clearly 	<ul style="list-style-type: none"> • Model appropriate sentence structure and grammar • Encourage the child to tell stories or retell their favorite stories using props Incorporate music and singing into daily life • Model and practice back and forth conversations • Plan times when the child can communicate with their peers • Model and encourage the child to use self-talk • Use new and elaborate words in conversations with the child • Provide a variety of experiences, such as trips to the park, grocery store or museum

Missouri Early Learning Language and Literacy Standards

II. Listening/Receptive Language

A. Listen for Different Purposes

1. Listen to others
2. Listen to sounds in the environment
3. Follow simple directions
4. Listen responsively to books and stories
5. Respond to questions

Your Preschooler may:

- Participate in group activities
- Listen to music and sing songs
- Follow directions with two or more steps
- Smile, laugh or cry in response to books or stories
- Listen to multiple stories or books at a time
- Listen to and engage in conversations with others

An adult interacting with the child may:

- Encourage child-initiated talk
- Encourage peer interactions
- Play a variety of music
- Teach and sing their favorite songs to the child
- Assign chores, using phrases such as "Put your coat on and get your backpack."
- Make up silly words, stories and games that include rhymes
- Read and discuss stories with the child
- Tell family heritage stories and folk tales

42-48 Months

American Sign Language (ASL) Skills	English Skills (Expressive and Receptive Language)
<ul style="list-style-type: none"> -Your child will understand quantity (e.g., FULL, EMPTY, SOME). -Your child will answer questions HOW, WHY, DO-DO. -Your child will understand part/whole relationships, ARM/BODY, WHEEL/CAR. -Your child will fingerspell their own name on request. -Your child will show increased use of topicalization (e.g., BALL, BOY THROW). -Your child will use complex handshapes: W, D, P, 3, V, H, X, R, M, N, T, 8. -Your child will increase use of topicalization. -Your child will use plain verbs to connect subject & object, HE LIKE ICE-CREAM. -Your child will increase their ability to use verb modification, STROLLING, WALKING QUICKLY. -Your child will increase ability to use CL + action. -Your child will increase ability to use rhetorical. 	<ul style="list-style-type: none"> -Your child will answer final word analogies (e.g., cow is to farm as giraffe is to...). -Your child will understand -er and -est endings. -Your child understands 1500-2000 words. -Your child will use negative modals (e.g., shouldn't, won't, can't). -Your child will use regular and irregular past tense and third person singular -s verbs. -Your child will use articles a and the. -Your child will be understood by everyone. -Your child's spoken language is intelligible to unfamiliar listeners. -Your child uses 4-5 word sentences. -Your child uses 800-1500 words. -Your child will understand the difference between past/present/future and singular/plural. -Your child will understand opposites (e.g., cold/hot, big/little). -Your child will carry out 3 related commands in order. -Your child will recognize language absurdities (e.g., there's an elephant on your head). -Your child will understand 1,500-2,000 signs/words.

	<ul style="list-style-type: none"> -Your child continues to expand vocabulary comprehension. -Your child makes comparisons of speed/weight. -Your child identifies objects missing from scene. -Your child points to common objects by function. -Your child will use how much and how questions. -Your child will provide a label when given a child-friendly definition of a familiar word (e.g., What is round and bounces? ... a ball). -Your child will use associations and comparisons. -Your child will use some basic qualitative concepts (e.g., more, less, full). -Your child will use 800-1500 words. -Your child talks about pictures/story books. -Your child creates and maintains worlds of make believe. -Your child counts from 5-10. -Your child uses negatives & modals, shouldn't, won't, can't. -Your child uses comparisons. -Your child begins to make inferences. -Your child uses more complex language structures. -Your child talks about several coordinated but independent events, I go to the library, get a book, come back to class.
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	<p>-Your child uses words or phrases used by conversation partner, "Do you want a cookie?", "Yes, I want a cookie."</p> <p>-Your child's spontaneous utterances are mostly correct.</p>
<p style="text-align: center;">Missouri Early Learning Language and Literacy Standards</p> <p>I. Spoken/Expressive Language</p> <p>A. Use Language to Communicate</p> <ol style="list-style-type: none"> 1. Communicate in a variety of ways 2. Initiate and respond appropriately in conversation and discussions 3. Use language to pretend or create 4. Use complete sentences of varying length 	
Your Preschooler may:	An adult interacting with the child may:
<ul style="list-style-type: none"> • Communicate their personal needs, preferences and feelings • Use language to pretend • Tell real and make-believe stories • Initiate and participate in conversations with adults and peers • Ask and answer questions • Use complete and complex sentences • Speak clearly 	<ul style="list-style-type: none"> • Model appropriate sentence structure and grammar • Encourage the child to tell stories or retell their favorite stories using props Incorporate music and singing into daily life • Model and practice back and forth conversations • Plan times when the child can communicate with their peers • Model and encourage the child to use self-talk • Use new and elaborate words in conversations with the child • Provide a variety of experiences, such as trips to the park, grocery store or museum

Missouri Early Learning Language and Literacy Standards

II. Listening/Receptive Language

A. Listen for Different Purposes

1. Listen to others
2. Listen to sounds in the environment
3. Follow simple directions
4. Listen responsively to books and stories
5. Respond to questions

Your Preschooler may:

- Participate in group activities
- Listen to music and sing songs
- Follow directions with two or more steps
- Smile, laugh or cry in response to books or stories
- Listen to multiple stories or books at a time
- Listen to and engage in conversations with others

An adult interacting with the child may:

- Encourage child-initiated talk
- Encourage peer interactions
- Play a variety of music
- Teach and sing their favorite songs to the child
- Assign chores, using phrases such as "Put your coat on and get your backpack."
- Make up silly words, stories and games that include rhymes
- Read and discuss stories with the child
- Tell family heritage stories and folk tales

4-5 Year Olds

American Sign Language (ASL) Skills

English Skills (Expressive and Receptive Language)

<p>-Your child will demonstrate awareness that lexicalized signs are made up of handshapes.</p> <p>-Your child will distinguish nouns (double movement) from verbs (single movement) (e.g., CHAIR/SIT).</p> <p>-Your child will understand number distribution (e.g., LEAVES, FALL-singular; LEAVES FALL-plural).</p> <p>-Your child will understand handshape categories (e.g., hs:F BUTTON, FOX, CAT).-Your child will use conditionals (e.g., SUPPOSE TEACHER SHE SICK? CLASS NONE).</p> <p>-Your child will tell stories that include setting up absent people and objects in space.</p> <p>-Your child will use time indicators (e.g., FINISH, NOT-YET).</p> <p>Your child will use WH bracketing (e.g., WHO GO WHO?).</p>	<p>-Your child will comprehend verb tense (e.g., kicked/kick, ran/run).</p> <p>-Your child will follow directions using location words (e.g., on, top, beside, behind, under).</p> <p>-Your child will comprehend irreversible passive tense (e.g., The ball was kicked by the boy).</p> <p>-Your child will understand words for order (e.g., first, next, last).</p> <p>-Your child will use because, if, and so correctly in sentences.</p> <p>-Your child will use words to describe placement (e.g., to, from, up, by, with).</p> <p>-Your child will use irregular third person verbs (e.g., is, am, are).</p> <p>-Your child will ask negative tag questions (e.g., We went, didn't we?).</p> <p>-Your child uses does to ask yes/no questions.</p> <p>-Your child uses copula and auxiliary forms.</p> <p>-Your child shows ability to think about and comment on language (metalinguistic skills).</p> <p>-Your child will answer questions (e.g., what happened, why, how).</p> <p>-Your child will understand more difficult directions about a picture (e.g., point to the big dog that is not brown).</p> <p>-Your child will show the ability to think about and comment on language.</p> <p>-Your child will understand time concepts and parts (e.g., later/earlier, half/whole, etc.).</p>
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	<ul style="list-style-type: none"> -Your child will understand 13,000+ signs/words. -Your child attends to a short story/answers questions. -Your child follows directions using a variety of prepositions. -Your child answers What happened? Why? How? -Your child answers questions when asked. -Your child creates groups from assorted objects/pictures. -Your child understands similarities, things that fly, things you eat, things you wear. -Your child understands parts, half, whole, some. -Your child understands seasons of the year. -Your child sequences smallest to largest, shortest to longest. -Your child identifies object that does not belong. -Your child will use 5–8-word sentences. -Your child will tell a simple story that includes a beginning, middle, and end. -Your child will use 2,500+ signs/words. -Your child will ask why, whose, and what does this word mean questions. -Your child will use two or more describing words in a sentence. -Your child uses grammatically correct sentences.
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	<p>-Your child uses because, when, if, and so in clauses.</p> <p>-Your child uses before and after.</p> <p>-Your child uses comparative adjectives, small-smaller.</p> <p>-Your child categorizes naming items without visual cues, animals, food.</p> <p>-Your child uses some basic spatial concepts to describe, front/back, top/bottom and temporal first/last, before/after, day/night, tomorrow.</p> <p>-Your child uses many frequently occurring prepositions, to, from, in, out, on, off, for, of, by, with.</p> <p>-Your child talks about at least one thing that happened during their day, like "I played soccer".</p> <p>-Your child recognizes simple rhymes (bat-cat, ball-tall).</p> <p>-Your child keeps a conversation going with more than three back-and-forth exchanges.</p>
<p style="text-align: center;">Missouri Early Learning Language and Literacy Standards</p> <p>I. Spoken/Expressive Language</p> <p>A. Use Language to Communicate</p> <ol style="list-style-type: none"> 1. Communicate in a variety of ways 2. Initiate and respond appropriately in conversation and discussions 3. Use language to pretend or create 4. Use complete sentences of varying length 	
Your Preschooler may:	An adult interacting with the child may:
<ul style="list-style-type: none"> Communicate their personal needs, preferences and feelings 	<ul style="list-style-type: none"> Model appropriate sentence structure and grammar Encourage the child to tell stories or retell their favorite

<ul style="list-style-type: none"> • Use language to pretend • Tell real and make-believe stories • Initiate and participate in conversations with adults and peers • Ask and answer questions • Use complete and complex sentences • Speak clearly 	<p>stories using props Incorporate music and singing into daily life</p> <ul style="list-style-type: none"> • Model and practice back and forth conversations • Plan times when the child can communicate with their peers • Model and encourage the child to use self-talk • Use new and elaborate words in conversations with the child • Provide a variety of experiences, such as trips to the park, grocery store or museum
<p style="text-align: center;">Missouri Early Learning Language and Literacy Standards</p> <p>II. Listening/Receptive Language</p> <p>A. Listen for Different Purposes</p> <ol style="list-style-type: none"> 1. Listen to others 2. Listen to sounds in the environment 3. Follow simple directions 4. Listen responsively to books and stories 5. Respond to questions 	
Your Preschooler may:	An adult interacting with the child may:
<ul style="list-style-type: none"> • Participate in group activities • Listen to music and sing songs • Follow directions with two or more steps • Smile, laugh or cry in response to books or stories • Listen to multiple stories or books at a time • Listen to and engage in conversations with others 	<ul style="list-style-type: none"> • Encourage child-initiated talk • Encourage peer interactions • Play a variety of music • Teach and sing their favorite songs to the child • Assign chores, using phrases such as “Put your coat on and get your backpack.” • Make up silly words, stories and games that include rhymes • Read and discuss stories with the child • Tell family heritage stories and folk tales